JUNIOR HIGH SCHOOL TEACHERS' STRATEGIES IN CONDUCTING

ONLINE ENGLISH LEARNING DURING COVID-19 PANDEMIC

THESIS

Presented as Partial Fulfillment of the Requirements for the Magister Degree

of Language Education Program

By

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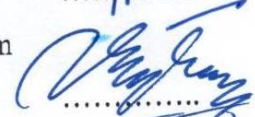NIP. 19600412 198901 1 001

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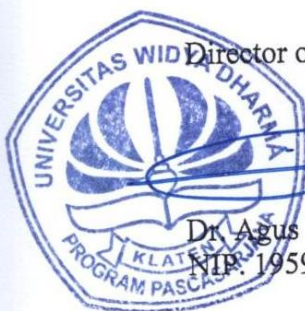
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It is not plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, August 10th 2022

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Gandhes Cukat Permaty

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DEDICATION

I dedicate my thesis work to my family and friends. A special feeling of gratitude to my dearest husband, Sapto Budiyono who remains willing to engage with struggle and always give the best support for me. Thank you for practical and emotional support as I added roles as a wife, a mother, and then a student to the competing demands of work, study, and personal development. Loving thanks to my beloved and bravely son, Lionel Theo Rapha Radithya, who have been affected in every way possible by this quest and being my courage to take every advance achievement in my life. May this work will support him also in every step he takes ahead. To my beloved parents, my loving brothers and sisters, both in Cilacap and Klaten, who always stand by me and give me endless support I need. Last but not least, special thanks to my friends in Magister Program Widya Dharma University Klaten Class H, who have been such valuable partners in learning along the years we spent together. May God bless you all.

MOTTO

If there is no struggle, there is no progress.

(Frederick Douglas)

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Finally, the researcher is aware that this thesis is still far from being perfect and satisfactory. Therefore, the researcher expects the suggestion and criticism to improve the research and make it better.

Klaten, 10 August 2022

The writer

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ABSTRACT

Gandhes Cukat Permaty, NIM: 1981100018. Junior High School Teachers' Strategies In Conducting Online English Learning During Covid-19 Pandemic. 2022.

In the world of education, learning English as a foreign language is very important. Since the Covid-19 pandemic, schools are to organize online learning and teachers as the spearhead of the implementation of online learning, must be able to conditionate all instructional components and conduct a good classroom management by appropriate strategies. This research aims to explore the junior high school teachers' strategies, the reasons of applying those strategies, and challenges faced in conducting online learning system using those strategies during Covid-19 pandemic.

There are some theories underlying this study. As stated by Hammer (2007), strategy is a teacher's action that aims to achieve one or more of teaching and learning goals, while online learning refers to delivering learning material to anyone, anywhere, and anytime using various technologies in an open learning environment (Khan, 2005). Moreover, there are several previous studies obtaining the teaching strategies applied in both face-to-face and online learning process used by the researcher to be the references in conducting the research.

The method employed in this research was qualitative method. The source of data are three English teachers at three different schools in Klaten: SMP Negeri 1 Klaten, SMP Negeri 6 Klaten, and SMP Pangudi Luhur 1 Klaten. The techniques of data collection were journal, observation, and interview. The data were analyzed through a process of data condensation, data display, and conclusion drawing. The data validation used triangulation of method.

The result of this research showed that the teachers use several strategies: (1) employing several online applications and platforms emerging from learning management system to additional resource, and (2) having online interaction with the students using only online chat and combining online chat and video conferencing. They applied those strategies for several reasons: easier and more accessible, establishing well communication, increasing students' interest, improving the cooperation between students and teachers and among students themselves, and providing fun online learning and test. Nevertheless, there were challenges faced by the teachers such as teachers' disability in accessing technology or using online learning tools, lack of school facilities in supporting online learning, teachers' difficulties in explaining the materials, students' limitation in motivation and accessing the internet, and lack of parents' support system.

From the results, it implies that planning and preparation should be done for better online learning in the future, teachers must be trained and prepared with sufficient knowledge and skill to maximize their practices in conducting the online learning, students have to be familiarized with online learning especially the digital tools, parents must monitor and maintain their children participation and engagement in the online learning, and more researches are encouraged to investigate the practices of online English teaching learning process.

Keywords: Teachers' Strategies, Online Learning, Junior High School

ABSTRAK

Gandhes Cukat Permaty, NIM: 1981100018. *Strategi Mengajar Guru Sekolah Menengah Pertama Dalam Melaksanakan Pembelajaran Bahasa Inggris Secara Daring Selama Pandemi Covid-19. 2022.*

Dalam dunia Pendidikan, belajar Bahasa Inggris sebagai Bahasa asing sangatlah penting. Sejak pandemi Covid-19, sekolah menyelenggarakan pembelajaran daring dan guru sebagai ujung tombak pelaksanaan pembelajaran daring harus mampu mengkondisikan seluruh komponen pembelajaran dan melaksanakan pengelolaan kelas yang baik menggunakan strategi tertentu. Penelitian ini bertujuan untuk menggali strategi yang digunakan oleh guru, alasan dalam mengaplikasikan strategi tersebut, dan juga tantangan yang dihadapi dalam melaksanakan sistem pembelajaran daring menggunakan strategi tersebut selama pandemi Covid-19.

Beberapa teori yang mendasari penelitian ini seperti yang dinyatakan oleh Hammer (2007) bahwa strategi adalah tindakan guru yang bertujuan untuk mencapai satu atau lebih tujuan belajar, sedangkan pembelajaran daring merujuk pada penyampaian materi pembelajaran pada siapapun, dimanapun, dan kapanpun menggunakan berbagai teknologi dalam suatu lingkungan belajar yang terbuka (Khan, 2005). Selain itu, beberapa penelitian sebelumnya yang mempelajari strategi mengajar yang diterapkan dalam pembelajaran tatap muka maupun daring digunakan oleh peneliti untuk menjadi referensi.

Metode yang digunakan dalam dalam penelitian ini adalah metode kualitatif. Sumber data penelitian adalah tiga orang guru dari tiga sekolah berbeda di Klaten: SMP Negeri 1 Klaten, SMP Negeri 6 Klaten, dan SMP Pangudi Luhur 1 Klaten. Teknik dalam pengumpulan data berupa jurnal, pengamatan, dan wawancara. Data dianalisis melalui proses kondensasi, pemaparan, dan penarikan kesimpulan. Validasi data menggunakan triangulasi metode.

Hasil dari penelitian menunjukkan bahwa guru menggunakan berbagai aplikasi daring mulai dari sistem pengaturan belajar sampai sumber tambahan. Guru juga menggunakan strategi dalam berinteraksi secara daring dengan siswa dalam proses belajar mengajar dengan hanya menggunakan percakapan daring dan kombinasi percakapan daring dan pertemuan video. Bagaimanapun, terdapat tantangan yang dihadapi oleh guru seperti ketidakmampuan dalam mengakses teknologi atau menggunakan perangkat pembelajaran daring, kurangnya fasilitas sekolah yang mendukung pembelajaran daring, kesulitan guru dalam menjelaskan materi, keterbatasan siswa dalam minat dan akses internet, dan kurangnya dukungan dari orangtua.

Hasil penelitian mengimplikasikan bahwa perencanaan dan persiapan harus dilakukan untuk pembelajaran daring yang lebih baik di waktu mendatang, guru harus terlatih dan dipersiapkan dengan pengetahuan dan ketrampilan yang mencukupi untuk memaksimalkan pelaksanaan pembelajaran daring, siswa harus paham dengan pembelajaran online khususnya peralatan digital, orangtua siswa harus mengawasi dan mengatur keterlibatan anak mereka dalam pembelajaran daring, dan lebih banyak peneliti didorong untuk meneliti pelaksanaan proses pembelajaran Bahasa Inggris secara daring.

Kata kunci: *Strategi Guru, Pembelajaran Daring, Sekolah Menengah Pertama.*

CHAPTER I

INTRODUCTION

A. Background of the Study

In the world of education, learning English as a foreign language has been used as a strategic tool and strategy for human resource development at various time in the history of education in this world. Therefore, is very important. In Indonesian education system obliging, students at junior high school and senior high school level must pass an English examination for graduating. As this is as also explained by Balan (2011:189) who mentioned that the importance of English as an international language whereby education and cultures are exchanged at all levels.

Here, an important role is played by the teacher in the school to educate students. In interactive teaching the teacher does not only have educational and vocational roles but he/she has also to be a designer, programmer, diagnostician, researcher, organizer, manager, innovator, educator, and advisor (Illic, 1999:141). More specifically, the teacher is the organizer of teaching and partner during the communication with his/her pupils. With different levels of skill in each class, teachers should use effective strategies that allow students to learn the material. Teachers should be creatively choosing materials and be able to stimulate student interest. Therefore, the teacher needs to modify several strategies to support the teaching and learning process. Strategies can make learning "easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990:8).

Since the end of 2019, a *coronavirus* or COVID-19 has rocked the world. This virus was first discovered in Wuhan, Hubei, China. Until now, there are 95.124 people throughout the world exposed *corona* (CNN, 2020). A total of 3.254 people died, while 51.171 others were declared cured. In Indonesia the number of positive cases of *coronavirus* infection continues to grow. On April 2020, positive cases of COVID-19 infection reached 2.956 people, 240 died, and 222 patients were cured. As a result of the COVID-19 pandemic, the entire system that runs like government, economy, even education in Indonesia are disrupted. As of March 11, 2020, the president of the Republic Indonesia adopted a policy of temporarily closing the teaching and learning process at schools and universities urged them to study at home, and replacing them with online learning to break the chain of viruses.

The routines of the community and students in the learning system has been impacted by the Indonesian government's implementation of large-scale social restrictions. Distance learning or using online systems have provided solutions for schools that are starting to implement the School from Home (SFH) system (Purwanto, 2020). It moves the learning process from school to home. Based on the instructions of the Ministry of Education and Culture, it is schools responsibility to organize online learning to provide a meaningful learning experience for students without being burdened with the demands of achieving all curriculum requirements. In this case, school from home, or popularly called SFH, considers the health and safety of students, educators, education staff, and the community.

In most schools in Indonesia, especially Junior High Schools, internet-based courses offered synchronously and asynchronously are emphasized in the system of online learning. Synchronous learning is done in form of learning with direct interactions between students and teachers simultaneously using online forms such as conferences and online chat. Meanwhile, asynchronous learning is done in form of learning indirectly (not at the same time) using an independent learning approach, such as using LMS, email systems, videos, articles, websites, and other platforms. Teachers share study materials in the form of PPT, PDF, or Word document by uploading them on the respective webpages, Whatsapp, or email to maximize students' learning process during the lockdown. Mostly applications like Google Classroom, Teams, Google Form, Youtube, and Zoom have been used to fulfil the academic needs (Madya, 2021).

School from home (SFH) using online learning fulfils the needs of today's learners at their own comfort and requirements. Thus it has proven to be fruitful because of various reasons. School from home is available at any time at the learner's own convenience by purchasing the subscriptions of different platforms or logging in to access the courses (Colchester et al., 2017). It shares a wide range of materials for the learners that covers almost all topics and doubts (Bajaj and Sharma, 2018). Studying at home also has several advantages including having lots of free time and saving operational and transportation cost.

However, challenges in implementing online learning systems, especially in the use of facilities and the availability of infrastructure, as

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Bakalar (2018) said, have been presented in the application of SFH. It is such as limited internet network, especially in villages and urban areas of Klaten, as well as the cost of purchasing expensive data packages for students. Although a regulation that school operational funds could be allocated to buy data packages had been recently issued by the government, schools still could not fully enjoy SFH learning. In addition to data packages, bad signals are obstacles in the implementation of learning. Often students are late in collecting and completing assignments, and even understanding the material which has become a significant problem for students. Additionally, the transition of instructional methods that traditionally have been through face-to-face to more indirect methods has forced schools to engage in a learning flow that has complexities and limitations. It needs also the involvement of parents in students' learning process which has become more intense in SFH than in pre-SFH learning. The implementation of online learning needs collaboration between teachers and parents because parent mostly own support hardware such as cellular phones or laptops.

Teachers, then, as the spearhead of the implementation of online learning, must be able to condition all instructional components, including instructional methods, media that will be used in learning, use of instructional time related to the time of application use, and psychological and social factors that significantly affect teachers' motivation when teaching. These tasks and responsibilities of the teachers to have, are not easily transferrable when they must change from the face-to-face learning system in the classroom to an online system coupled with online learning experiences that have never been implemented before. A teacher must handle all the problems that occur in

online learning responsively so that the learning continues to achieve the targets set. The incapability of teachers to meet the technology uses and employ appropriate strategies may cause impacts to students such as boredom and students' less interest and learning motivation (Jimoyiannis and Gravani, 2011; Khalid et al, 2016). Thus, it is a challenge for teachers to conduct a good classroom management by appropriate strategies applied especially on online classrooms.

There are some studies related to learning strategies that have been widely studied by previous researchers, but these studies only discuss strategies in face-to-face learning. Several previous studies have shown that the learning strategies used by teachers greatly affect student learning outcomes (Hattie & Donoghue, 2016; Nasution, W. N, 2018; Solihatin & Syahrial, 2019). Learning strategies can also influence students' interest and learning motivation. Different teacher did different strategies in increasing student's interest, motivation, and learning outcomes (Chan et al., 2019; Guido, 2018). This depends on the student's condition, the conditions during the learning process, the materials to be delivered, and the learning resources used. Therefore, when teachers are faced with different conditions, even though the material presented is the same, the strategies used will be different, as well as on online learning system. The strategies in conducting online learning have never been done by previous researchers. Thus, the results of this study are expected to be used as a reference for teachers in conducting online learning, especially in English teaching.

B. Identification of the Problem

Based on the explanation above, there are some obstacles dealing with the teaching and learning process during COVID-19 pandemic. Those obstacles come both from the students' and teachers' side:

The changing form of education system from face-to face to apply online learning forms some different perceptions to students in having online learning.

1. New form of education system to online learning system brings some difficulties to students in having online learning.

2. The changing form of education system from face-to face to apply online learning brings some advantages and disadvantages to teachers in conducting e-learning system during COVID-19 outbreak

3. The changing form of education system from face-to face to apply online learning causes some challenges to teachers in conducting e-learning system during COVID-19 outbreak.

4. In conducting online teaching learning system, teachers are forced to implement particular strategies in conducting online teaching and learning system during COVID-19 pandemic.

C. Limitation of the Problem

In this research, the researcher focuses on the teacher's strategy in teaching English using the online learning method during the COVID-19 pandemic at three Junior High Schools. They are SMPN 1 Klaten which is one of favorite schools in Klaten, SMPN 6 Klaten which is the researcher's own

school, and SMP Pangudi Luhur Klaten which is a private school near both previous schools. The researcher is interested in observing and finding how the English teachers of those schools manage their classrooms to meet the targets within online teaching learning process. Besides, their reason of choosing a particular strategy, the challenges in conducting online teaching using the strategy, and how they cope with the challenges are other concerns of the researcher. Therefore, the researcher is coming up to investigate a research entitled **"JUNIOR HIGH SCHOOL TEACHERS' STRATEGIES IN CONDUCTING ONLINE ENGLISH LEARNING DURING COVID-19 PANDEMIC"** .

D. Problems of the Study

Based on the limitation of the study, the researcher formulates some problems as follow:

1. How do the junior high school teachers formulate the teaching strategies in conducting online English learning during the COVID-19 pandemic?

2. Why do the junior high school teachers formulate those teaching strategies in conducting online English learning during the COVID-19 pandemic?

3. What challenges do the teacher face in conducting the online English learning by implementing those strategies?

E. Objectives of the Study

The objectives of the study are listed below:

1. To explain how the junior high school teachers formulate the teaching strategies in conducting online English learning during the COVID-19 pandemic.

2. To find out why the junior high school teachers formulate those teaching strategies in conducting online English learning during the COVID-19 pandemic.

3. To identify what challenges the teachers face in conducting the online English learning by implementing those strategies.

F. Significances of the Study

1. Theoretical Benefit

   This research will give good information related to the teachers' strategies conducting online English language teaching. Also, this study provides a favorable description for further research that wants to study the same case, so this research becomes helpful information and a useful reference for the next study.

2. Practical Benefit

   a. For the English teacher

      The researcher hopes that the result of this study will be useful for the other teacher in applying strategies for teaching English with online learning methods. So, the teacher can improve teaching and learning English to become more active, effective, and efficient even through online learning methods.

b. For students

By using online learning methods and appropriate strategies, the researcher hopes that students will get enjoyable in the teaching and learning process. The students will not feel forced in learning English but they will feel happy to learn since they are put in an enjoyable situation.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

In this chapter, the researcher presents the conclusion and implication of the study and gives suggestion to the problem statements of the strategies used by the teachers in teaching online English learning with the challenges faced by the teachers in applying those strategies to teach English at Junior high school in academic year 2020/2021 during covid 19 pandemic.

A. Conclusion

Based on the problem statements and result of this study, the researcher draws a conclusion as follows.

1. **The teaching strategies formulated by the junior high school teachers in conducting online English learning during the COVID-19 pandemic**

   In the strategy used by the English teachers of Junior high school in conducting online English learning during the Covid-19 pandemic, the results of the research show the strategies applied by the teachers in conducting online English teaching and learning process learning during the COVID-19 pandemic. First, the teachers used several applications and platforms in the online class: Google Classroom and Teams as the learning management system, WhatsApp group for chat and message, Zoom meetings and Google meetings for video conference, Kinemaster, FastStone Capture, and Canva as the content maker, Youtube as the

application to run video streaming and sharing, Google forms, Quizizz, and Kahoot as the assessment platforms, and Ruangguru application as the additional resource.

Second, in having online interaction with the students during the online teaching and learning process, they used only online chat and combining online chat and video conferencing. The online chat was done by employing WhatsApp group and Google form, and video conferencing was done through Zoom and Google Meet.

2. **The background of the junior high school teachers formulating those teaching strategies in conducting online English learning during the COVID-19 pandemic**

It is found out from the interview that the teachers employed Google Classroom as the management learning system in their online teaching and learning process because it is easier and more accessible than other applications, and it is not data consuming. Moreover, according to the three teachers, communication between teachers and students during the online teaching and learning process must be well established, therefore the teachers created groups between teachers and students through WhatsApp application as the platform for conducting the interaction.

Meanwhile, the teachers utilized Zoom meeting and Google meeting to have video conferences to support online classrooms and increase students' interest, so that it can improve the cooperation between

students and teachers and among students themselves in the teaching and learning process. Besides, they used quiz application such as Google Form, Quizizz and sometimes Kahoot in their online teaching to provide fun online learning and test. The use of these interactive online learning media could create more fun learning and students' skill, especially during a pandemic, where various students' activities could be done at home.

3. **The challenges faced by the teachers in conducting the online English learning by implementing those strategies**

Even though the teachers already used some strategies, English online learning in the schools was still problematic. In conducting online teaching and learning process during Covid-19 pandemic, the teachers faced many challenges emerging from the students, the teachers, and the students' parents. Those challenges were identified as: teachers' disability in accessing technology or using online learning tools, lack of school facilities in supporting online learning, teachers' difficulties in explaining the materials, students' limitation in motivation and accessing the internet, and lack of parents' support system.

B. **Implication**

Implications are drawn from the research findings. The present research findings showed that the teachers have carried out online learning through several strategies in various applications and platforms ranging from

learning management system to additional resource which are employed to carry out the online learning. However, many problems emerge from the students, the teachers, and the students' parents. It implies that some efforts are needed for future action.

1. Planning and preparation should be done for better online learning in the future since online learning requires more time than face-to face class to be well-prepared and ready.

2. The teachers must be trained and prepared with sufficient knowledge and skill to maximize their practices in carrying out the online learning.

3. The students have to be familiarized with online learning to enhance their digital literacy and refine their misperceptions about online learning.

4. The students' parents must also be notified to monitor and maintain their children participation and engagement in the online learning. However, the students' lack of facilities on smartphones, internet data, and stable internet connection are still critical due to the financial condition of the students' families.

5. The future teacher education and training must include the integration of technology in language learning, technology enhanced language learning, information and communication technology in language learning, and online language learning courses in their curriculum.

6. More researches are encouraged to investigate the practices of online English teaching learning process.

C. Suggestion

Based on the result of the research stated above, the researcher draws some suggestions. The researcher hopes that these suggestions will be useful, especially for English teacher, for the students, for the school, and the other researcher, as follows.

a. For English Teacher

Teaching English is not easy, especially in English teachers need to find appropriate strategies to teach students based on the problem especially in online class. Teacher should be patient to grow up the students' confidence and practice to talk English. It is also need to the teacher to make the online class atmosphere enjoyable. Teachers can play some games to arouse the students' enthusiasm in learning English. They also should implement the other method that is interesting and also use the other technique.

b. For the Students

Learning English is not easy. Students who want to expert in English should practice continuously to speak English at their home. They also should be confidence and not afraid to speak in English.

c. For the school

The school can facilitate the teachers in developing the strategies, internet quota, learning application that is easy to access, and the internet's extensive learning resources. Therefore, the teachers can improve their strategies including make use of techniques, methods and media that will be implemented to the students.

d. For the other researcher

The researcher suggests that this study can guide other researcher who wants to conduct a research with such concept of strategy in teaching English especially in Covid-19 pandemic, they can improve the theme of their study with more extensive analysis and present a more recent phenomena in the academic world.

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